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APA- Accredited Psychology Internship Training Program

Internship Training Year 2016-2017

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SPRING GROVE HOSPITAL CENTER



APA- Accredited Psychology Internship Training Program Training Year 2016-2017

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SPRING GROVE HOSPITAL CENTER

Spring Grove Hospital Center is a large psychiatric hospital owned and operated by the State of Maryland, and is under the governance of the Behavioral Health Administration of the Department of Health and Mental Hygiene. It is accredited by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). The hospital provides a broad spectrum of inpatient psychiatric services to adults and adolescents. Spring Grove was founded in 1797 and is now the second oldest continuously operating psychiatric hospital in the United States.

Spring Grove Hospital Center's patient units are currently organized into two main inpatient hospital levels of care. The Admissions Division provides acute, short-term care and treatment. There are approximately 150 beds in the Admissions Division divided into six separate units. A second level of care, Continued Care Division, provides extended hospital-level care and treatment to patients with serious and persistent mental illness and is comprised of approximately 220 beds located in a number of buildings throughout the campus. A third, non-hospital level of care is also included within the facility. Specifically, the Secured Post-Evaluation Forensic (SPEF) Unit, is a 24-bed domicile for forensic patients discharged from the hospital and awaiting either placement or resolution of their legal charges.

Several units in the hospital offer sub-specialized services. These include: an Adolescent Unit; a Treatment Research Unit; and a Medical/Psychiatric Unit designed to provide care and treatment to psychiatric patients who suffer from serious medical illnesses. Further, the hospital's Office of Forensic Services provide both inpatient and outpatient/ambulatory pre-trial evaluations. Forensically-involved patients, both pre-trial and adjudicated, are dispersed throughout the hospital and on all units, with no unit specifically designated for forensic patients.

Fully accredited and certified, Spring Grove Hospital Center has an on-going commitment to providing psychiatric care and treatment of the highest quality. The hospital also maintains a number of student training programs and serves as a popular training site for many professional schools and fields of study, including Psychology, Social Work, Psychiatry, and Nursing.

HOSPITAL MISSION, VISION AND GUIDING PRINCIPLES

Mission: To provide quality mental health services to the citizens of Maryland in a progressive and responsible manner, consistent with recognized standards of care.

Vision: Spring Grove Hospital will be recognized as a national leader for excellence in psychiatric care, research and education.

Guiding Principles:

- Best Practices of Clinical Care and Treatment Recovery
- Collaboration and Teamwork
- Communication
- Diversity
- Efficient and Environmentally Sound Use of Resources
- Education and Training
- Empowerment
- An Environment that is free of Coercion
- Humanistic Attitudes
- Professional Competency and the Highest Ethical Standards
- Promotion of Patient Rights and Responsibilities
- Research and Innovation
- Safe Environments

THE PSYCHOLOGY DEPARTMENT

The Psychology Department staff at Spring Grove Hospital Center currently consists of 18 full-time and 5 half-time licensed psychologists, as well as a department secretary. Dr. Adanna Johnson, Ph.D., a consultant from Loyola University of Maryland, participates in the internship program as the leader of the Diversity Training Seminar. The Director of Psychology reports directly to the Clinical Director of the hospital and is included in hospital-wide management committees. All psychology staff participates in the Internship Training Program in some capacity (e.g., primary and secondary training supervisors, seminar leaders, special topic presenters, intern candidate interviewers) and make suggestions/ recommendations for program modifications. In addition, the Internship Training Committee (ITC) is comprised of key members of the psychology training staff; the committee is directly involved in planning and implementation of the internship training program.

While the majority of our patients are forensically involved, the role of the unit psychologist is to provide general clinically-based assessment and intervention services to this population. As integral members of interdisciplinary treatment teams, unit psychologists participate in all aspects of patient care, including initial evaluations of new admissions, and treatment and discharge planning. Thus, psychologists engage in patient interviews, Initial Psychological Assessment (IPA), comprehensive psychological evaluations, behavioral consultations, interdisciplinary treatment team decisions, individual and group psychotherapy, consultation with other staff, and serve as liaisons with outside agencies. Psychologists also participate on various hospital-wide committees and have representation up through the highest levels of administration.

The Psychology Department has the responsibility for developing and setting up behavioral interventions for patients at Spring Grove Hospital Center. The Individual Treatment Team submits a referral to the Psychology Department's Behavioral Specialists for consultative services. Psychology interns will take part in behavioral case consultation over the course of the training year. The Psychology Department's Behavioral Specialists provide education and training within Spring Grove Hospital Center and at other psychiatric hospitals.

The Psychology Department at Spring Grove Hospital Center also provides neuropsychological consultation to treatment teams and comprehensive neuropsychological evaluations to patients. In-service education regarding neuropsychological assessment is available for hospital and Psychology Department staff. Psychology interns attend a monthly Neuropsychology Seminar that is designed specifically for them.

PSYCHOLOGY INTERNSHIP TRAINING PROGRAM

The start date for the 2016-2017 Internship training year is August 17, 2016. The year-long, 40 hours/week full-time Psychology Internship Training Program in Clinical Psychology at Spring Grove Hospital Center is APA-accredited and a member of APPIC. The program has been continuously APA-accredited since 1971. The next accreditation review is scheduled for 2017.

COMPENSATION AND BENEFITS

Spring Grove Hospital Center currently offers four (4) fully-funded Psychology Internship positions. The current salary for Psychology Interns is \$28,295 as well as a choice of optional subsidized insurance coverage (health, dental, life, prescription) for a small percentage premium payment for participation.

As State of Maryland employees, interns' benefits include 11 paid state holidays, 9 Personal days (3 available during first 3 months of internship and 6 more available starting in January), 10 days of accrued annual leave, and up to 15 days of earned sick leave, as well as various arranged educational leave days. Our internship is designed to be accomplished in 40 hours per week to meet the program's requirement of 1750 total accrued training hours by the end of the training year. However, interns regularly put in extra volunteer hours in order to meet the specific requirement of their individual doctoral program (e.g., some doctoral programs require 2000 hours). Additionally, interns can earn Compensatory time.

STATEMENT OF PHILOSOPHY AND TRAINING MODEL

Philosophy

The philosophy of training in the Psychology Internship Training Program at Spring Grove Hospital Center has emerged as a natural application of our approach to patient care. We believe that every human being is worthy of respect and has the potential for growth and change, regardless of their individual circumstances, age, ethnicity, degree or type of mental illness; that each individual has the right of self-determination which must be honored; we must encourage all individuals that we professionally encounter to identify and work toward their own personal goals to improve their quality of life; and that we as helping professionals have an obligation to assist them in that endeavor.

We encourage interns to develop as an individual professional within the structure of the program by offering a wide variety of learning experiences within which they are encouraged to develop their own abilities and interests as well as to master essential core competencies. Just as we believe that interns should not take a rigid and dogmatic approach to working with our patients, we aspire to train them in a thorough manner that is also flexible enough to accommodate their individual goals. Thus, by adopting this approach, we strive to teach interns to assist others in a manner that will maximize their potential for self-efficacy and empowerment. We further believe that the best way to teach interns to help others is to provide them with a strong knowledge skill base and to guide them in the judicious application of that knowledge in their work with our patients.

It is our conviction that the science of psychology must be creatively applied to the art of practice to maximize our ability to assist individuals in reaching their potential. We strive to teach interns to be consumers of research and critical thinkers and to apply that knowledge in a practical and creative manner when assisting those with whom they work. We teach our interns to apply the latest of the scientific literature to practical applications with patients under our care. This is accomplished by exposing them to the literature regarding evidence-based treatments while at the same time teaching them to be analytic, critical thinkers, particularly in those instances where the data may be limited or lack quality. Therefore, we advise our interns to be practical in their approach to assessment and treatment in working with our inpatient seriously mentally ill (SMI) population, as well as others served by the hospital.

Training Model

The Psychology Internship Training Program at Spring Grove Hospital Center endorses a Practitioner-Scholar model. It is designed to train and prepare competent, health service psychology practitioners who will deliver clinical psychology services and lead mental health providers in the delivery of services to the public in various settings, with a particular focus on service provision to the seriously mentally ill patient population. The Psychology Internship Training Program strongly encourages the integration of the theoretical and empirical literature in all areas of professional decision-making. The program further trains and develops fledgling psychologists who are able to critically evaluate and use available literature in the field and who will approach assessment, intervention, and consultation from a scholarly, evidence-based approach. At the same time, the program encourages interns to develop a unique identity consistent with the best practices in the field, professional ethics and values, and the individual's own personal therapeutic style with a sensitivity towards diversity and individual differences.

Goals and Objectives

Goal 1. To develop fledgling Clinical Psychologists who are generally competent in the assessment and treatment of patients with a particular emphasis on the seriously mentally ill.

Objectives

- 1.a. Interns will demonstrate competence in assessing various age, cultural, and diagnostic groups using appropriately chosen procedures and tests with respect to evidence based considerations.
- 1.b. Interns will demonstrate competence in therapy interventions with individuals and groups based on the latest best practices and empirical evidence concerning efficacy while showing sensitivity to cultural and diversity issues which may arise.
- 1.c. Interns will demonstrate basic competence in consultation concerning clinical problems which present themselves in context of patient care by relating effectively and meaningfully with various disciplines, groups, community organizations, colleagues, and peers in the provision of patient care and services.
- 1.d. Interns will demonstrate the application of ethical concepts and awareness as well as implications of legal issues regarding professional activities with individuals, groups and organizations.
- 1.e. Interns will demonstrate the ability to develop short and long range plans for professional growth as well as development and advocacy for the profession.

Goal 2. To develop psychologists who are competent in the complexities of providing supervision to other professionals.

Objectives

- 2.a. Interns will demonstrate the ability to utilize supervision support, guidance, teaching and suggestions effectively.
- 2.b. Interns will demonstrate the knowledge, theory, and evidence surrounding issues in supervision.
- 2.c. Interns will demonstrate basic skill sets relevant to providing effective and meaningful supervision.
- 2.d. Interns will demonstrate sensitivity to the ethical and legal considerations that may arise in the supervisory process.
- 2.e. Interns will demonstrate sensitivity to the cultural and individual diversity issues which may be present in the supervisory process.

Goal 3. To develop psychologists with a fundamental knowledge of program administration, development, and evaluation.

Objectives

- 3.a. Interns will demonstrate basic skills in managing or conducting the direct delivery of services or administration of programs.
- 3.b. Interns will demonstrate the ability to identify opportunities for quality improvement through the use of aggregate data to make or suggest change.
- 3.c. Interns will demonstrate the ability to communicate effectively with all parties at all levels in an organizational system to accomplish a specific task.

Competencies

The interns are systematically guided to move from the role of intern to that of professional psychologist by developing core competencies and practicing these competencies under the watchful eye of seasoned psychology staff.

The program's six core competency areas are: 1) *Assessment and Diagnosis*; 2) *Intervention* (therapies: individual, group, etc.); 3) *Supervision-Teaching*; 4) *Professional Development, Conduct, Ethics and Law*; 5) *Administration, Program Development and Evaluation*; and 6) *Consultation and Interdisciplinary Relationships*.

Each Competency Area is defined below:

- A) **Assessment and Diagnosis**: Assessing and diagnosing of problems and issues associated with individuals and groups with emphasis on the seriously mentally ill populations; Considering the fundamentals of critical thinking and empirical evidence in the selection and use of instruments; Considering cultural, age and other individual factors when evaluating any given patient.
- B) **Intervention**: Applying interventions designed to alleviate suffering and to promote health and well-being of individuals and/or groups, particularly with serious and persistent mental illness; Considering evidence-based/empirical factors, cultural issues, age, or any other individual factors affecting the success of the intervention.
- C) **Supervision-Teaching**: Supervising and training of professional knowledge base and/or evaluating the effectiveness of various professionals in training through mentorship of externs; Incorporating knowledge of various supervisory models or philosophies; Utilizing supervisor's guidance/suggestions efficiently; Understanding of the complexities of supervision and the ethical and contextual issues; Providing instruction, dissemination of knowledge and evaluation of skill acquisition of knowledge.
- D) **Professional Development, Conduct, Ethics and Law**: Applying ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations; Participating and developing short and long-range plans for professional growth and development for continued education; Advocating for the profession.
- E) **Program Administration, Development, and Evaluation**: Managing the direct delivery of services and/or the administration of programs; Identifying opportunities for quality improvement; Communicating effectively to all parties at all levels in the system.
- F) **Consultation and Interdisciplinary Relationships**: Providing expert guidance or professional assistance in response to a patient's or groups' needs or goals as they relate to the provision of service; Incorporating the capacity to relate effectively and meaningfully with individuals, groups and/or communities; Identifying and involvement with one's colleagues and peers also included; Knowledge of key issues and concepts in related disciplines and the ability to interact with the professionals in them.

These core competencies are developed through the integration of: 1) a variety of training seminars, didactics and lectures (including a broad-based approach to individual and cultural diversity, evidence-based practices, theories and methods of supervision, professional development issues and topics, and neuropsychology theory and practice); 2) the apprenticeship with practicing, professional psychologists and other credentialed/licensed mental health professional (re:, psychological assessments, individual and group therapy, consultations, etc.); 3) through opportunities to engage in supervised clinical experiences through mentoring of psychology externs; 4) opportunity to design, develop, implement and evaluate a brief intense educational program with psychology undergraduates (Mini-Mester program); and 5) through scholarly professional presentations to department staff on current topics and/or research related to health service psychology. The supervisors, Training Director and department staff guide the interns within and across rotations in a graded sequence of training experiences towards the goal of producing competent early professional practitioners who are capable of functioning independently with minimal supervisory consultation. The overarching goal of the Psychology Internship Training Program at Spring Grove Hospital Center is to produce graduates who are competent beginning psychological professionals who reflect a creative scholarly approach to ameliorating psychological problems, with a variety of patients, particularly with the seriously mentally ill, and who are ready to proceed to obtain licensure (e.g., in Maryland) or a final year of supervised experience in preparation for licensure as independent professional psychologists.

INTERNSHIP TRAINING RESOURCES

Spring Grove Hospital Center has a small staff library to which the Department of Psychology has input regarding journals and texts that are provided. The department also maintains its own extensive and up-to-date library of books, CDs and DVDs related to current evidenced-based treatments and assessment. In addition to these resources, computer searches, and inter-library loans of materials are available. Primary computer access is directly available to interns on the units that they are assigned, in the staff library, and in the Psychology Computer Lab (in Dayhoff Building). Additionally, the intern cohort is provided with an office in the Tuerk Building that they share and use to plan various group projects required during the year. There is a computer and printer in this office that interns may use as well. The Department of Psychology has computerized assessment scoring and report capability for some test instruments with a turn-around time of less than 24 hours. Additionally, through on-unit allocation of testing supplies and the Central Psychology Assessment Center, interns have access to the latest versions of the most commonly used instruments, as well as various specialized neuropsychological, forensic, and child and adolescent assessment tools.

INTERNSHIP GENERAL REQUIREMENTS

Following is a brief list of various requirements and training components provided for interns during their year-long training year at Spring Grove Hospital Center, followed by a more in-depth description of each component. The general requirements and targeted goals of interns are within the context of the six core competencies outlined in the Philosophy of Training Section.

1) **Intern Orientation:** Interns arrive for training at the end of August and will spend the first week and a half to two weeks in orientation to the hospital, the department, fulfilling mandatory requirements of the Human Resources Department, and the internship program. Training seminar leaders will provide the interns with a course description, syllabus, and learning goals for the year. The orientation period will include a welcoming luncheon in which interns will meet the entire Psychology Department and the incoming psychology externs.

2) **Intern Communication Meetings:** Initially, interns meet bi-weekly then monthly throughout the year as a group with the Internship Training Director. The meeting initially consists of an orientation to Spring Grove Hospital Center, then a discussion of experiences, trouble-shooting, and planning for various aspects of the internship experience. Additionally, throughout the year, there will be special projects that interns will complete with the Training Director in the area of administrative program development and evaluation.

3) **Clinical Rotations:** Following the Orientation Process, interns will meet with their assigned primary/ first rotation supervisor to develop a *Competency Development Plan (CDP)*, which is reviewed at scheduled intervals with the primary supervisor and Training Director. The *CDP* is to assist the intern in successful completion of his/ her training goals throughout the year. The primary rotation supervisor will provide continuous “in vivo” supervision of the intern’s team activities, in addition to assisting them in selecting patients with whom to work. Interns will also receive a minimum of four (4) hours of supervision per week, with at least two (2) of those hours on an individual basis with a licensed psychologist. At this stage of the training year, each intern will become familiar with the aspects of working on an interdisciplinary treatment team, including the various roles and functions of a psychologist in this setting. They will also begin planning for and implementing various therapeutic groups, and individual therapy cases with patients both from their primary rotation as well as other hospital treatment units. Finally, they will plan assessment batteries, which may include specialized testing instruments, depending on the site of the rotation. The interns will chart their progress by following the behavioral anchors incorporated within the *Intern Competency Evaluation* form. The interns rotate to another area of the hospital at the mid-year point and the *CDP* will be updated with input from the Second rotation supervisor with input from the Training Director.

Typically, interns complete the first rotation on one of the available Admission units though there is some flexibility in regards to this. Second rotation sites may include a second Admission unit with a different population (for example, if an intern completed the first rotation with adults, he or she may choose the adolescent unit for the second rotation), or may select one of the continued care units available. If an intern started on a Continued Care unit then he/she would likely rotate to an admission unit for second rotation. Additionally, opportunities for enhanced/specialized training approximately one day per week during the second rotation is possible, such as participation in pre-trial forensic evaluations or substance-abuse treatment.

4) **Treatment Team Membership:** Over the course of the training year, it is anticipated that interns will learn to function on an interdisciplinary treatment team, which involves participation in various clinical and administrative duties. Clinical activities include interviewing patients and their families, devising individual treatment plans, monitoring and documenting patient progress, developing and implementing behavioral treatment plans, assisting patients in planning for discharge, and providing input into aftercare plans. In addition, interns will become familiar with all aspects of professional documentation, attend unit and level of care meetings, and assist the team in their Performance Improvement (P.I.) project. Interns will have an opportunity to function as a team member during each of the two rotations.

As interns begin to feel comfortable with the unit routines and have gotten to know the staff and patients, they will begin to assume more leadership roles. For example, interns may lead a team discussion about a patient and/or participate in a hospital wide case presentation regarding a patient with whom they work, or run a unit patient privilege level meeting. An advantage of our training model is that it provides for each intern to grow into these roles at their own pace, under constant guidance of their primary rotation supervisor.

5) **Supervision:** In addition to the supervision provided by the two primary rotation supervisors and secondary supervisors, interns will receive supervision from one of the two Behavioral Specialists when completing behavioral consultations and from the psychologist who will work with them on comprehensive case reviews. Additionally, any clinical activities performed by interns in the context of the various seminars will be supervised by the staff responsible for the activity. Supervision will be provided in individual sessions as well as in a group format depending on the nature of the clinical activity (i.e., seminars vs. individual psychotherapy, psychological evaluations, etc.). The majority of supervision will be provided by licensed psychologists, though some may be provided by other mental health providers with credentials for their role/contribution to the program, as approved by the Training Director. The supervision will be more than sufficient to meet APA-accreditation guidelines and the psychology licensing laws of the State of Maryland.

Further, interns will be given the opportunity to gain mentoring/supervision experience, both in an individual and group format, with the program's psychology externs. Approximately four externs are selected each year from Psychology Doctoral programs to pursue practical experience as required by his or her degree. The interns conduct a monthly seminar for the externs that focus on case conceptualization and treatment planning. Interns also meet with an assigned psychology extern on an individual basis once or twice a month. This follows a mentorship model, which is individualized based on prior educational level and past experience of each extern. Interns' mentorship of externs is, in turn, supervised by the leader of their Supervision Training Seminar and discussed in their twice-monthly group meetings with the leader of the seminar.

6) **Program Administration, Development, and Evaluation:** Each intern is assigned to work with the Internship Training Director and/or other assigned psychology training staff on various internship, departmental, and/or hospital administrative projects over the course of the year. In addition, interns may serve on and participate in department committee assignments (as opportunities arise). This is done in an effort to expose interns to the various administrative and leadership roles they may assume as they complete their training and join the ranks of professional psychologists. The interns assist in program development and evaluation of the internship program itself by participating in mid- and end- of year program evaluations as well as by conducting post- internship surveys of former intern cohorts. Further, interns develop, administer, and evaluate the annual Mini-Mester undergraduate educational program and are an integral part of the interviewing process of psychology intern candidates.

- **Undergraduate Mini-Mester:** The Psychology Department offers undergraduate psychology majors from a local college an applied introduction to working in an inpatient hospital while providing the intern class with an opportunity to design, implement, and evaluate a brief, intense educational experience. Although there are certain required elements to each Mini-Mester, such as developing learning objectives, written assignment, and evaluation forms, the class is encouraged to put their particular stamp on the project for that year. Typically, the undergraduate students attend presentations by interns and staff, participate in a group experience and shadow interns as they function on their units as psychologists-in-training. Interns will then assign the students a letter grade based on their level of participation and quality of any required written or oral work. The intern class then produces an evaluation of the Mini-Mester that is presented to the Coordinator at McDaniel College. This activity benefits the undergraduates, as indicated in their evaluations of this experience, and contributes to meeting one of the goals of the internship program, that of program administration, development, and evaluation.

7) **Didactic Training and Case Presentations**

Didactic Training typically occurs on Fridays. Attendance and participation is mandatory.

A. **Continuous**: The following seminars last most of the internship year, across rotations, and include a group supervision component primarily with case presentations.*

****Diversity Training Seminar and Case Presentation (2.0 hrs/ month)***

Interns will meet monthly throughout the training year (typically from October through May/June) with a consultant from Loyola University Maryland, Dr. Adanna Johnson, who has expertise in cultural and individual diversity as it relates to clinical matters. A major focus is for interns to developmentally increase their cultural competencies particularly in psychological assessment and treatment through addressing their Awareness (Beliefs/Attitudes), increasing Knowledge of cultural issues, and developing competence Skills. The focus on Awareness, Knowledge, and Skills is based on the Multicultural Competency Guidelines adopted by the American Psychological Association. Sessions will meet each month and include a didactic presentation. Interns will also rotate presenting cases and highlighting the diversity issues pertinent to each case – supervision will be provided by the seminar leader. Seminar topics include:

Sexual Orientation, Identity Development & Gender Bias
Working with the Materially Poor and Classism
Intersection of Cultural Identities
Cultural Influences and Family Therapy
Multicultural Clinical Supervision

****Neuropsychology Seminar Series and Training (3.0 hrs/month)***

Throughout the internship year, Interns will be exposed to and participate in didactic presentations and learning opportunities under the guidance and supervision of Dr. Robyn Davidson in her role as the hospital's Neuropsychologist. The Seminar Series meets monthly and encompasses a number of activities, including topic presentations, case presentations, introduction of neuropsychological test batteries and measures, and reading assignments. Examples of some topic presentations are as follows:

Overview of Neuropsychology
Neuropsychological Consequences of Schizophrenia
Neuropsychological Consequences of Alcohol
Neuropsychological Consequences of Illicit Drugs
Traumatic Brain Injury
DSM-5 Neurocognitive Disorder/Dementia

In addition to the Seminar Series, interns will be assigned and expected to complete at least one comprehensive neuropsychological evaluation during the internship year, typically during the latter half of the training year. This evaluation will coincide with the intern's current rotation as much as possible. Under direct supervision of Dr. Davidson, interns will select and administer tests, score data, and write the report. If time allows, additional evaluations can be completed.

***Supervision Training Seminar and Case Review (1.5 hrs/ bi-monthly)**

The seminar provides an opportunity for the interns to be exposed and introduced to the area of clinical supervision through involvement with psychology externs in a limited process of mentoring, case review and consultation. The interns meet with the externs on both an individual and group basis for mentoring; this mentoring by the interns is meant to be adjunctive and supplemental to the extern's primary supervisory experience. The individual intern-extern sessions are meant to focus on mentoring and guidance around clinical and professional issues and concerns as these emerge from their clinical experience at Spring Grove Hospital Center. The interns are supervised by Dr. Jerome Kowalewski and meet bimonthly.

During the bimonthly seminar, each intern also presents his or her on-going mentoring of assigned externs. Each meeting spends the first half focused on didactics and discussion of the above and related topics. The second half provides group supervision of the interns in their mentoring of their assigned externs. The seminar covers such areas and topics as the following:

<i>The Importance of Supervision</i>	<i>Goal-Setting, Planning and Evaluation</i>
<i>The Supervisory Relationship</i>	<i>Administrative Skills</i>
<i>Ethical/Legal Best Practice Issues</i>	<i>Method and Techniques</i>
<i>Qualities of Effective Supervisors</i>	<i>Working with Difficult Supervisees</i>
<i>Models of Supervision</i>	<i>Avoiding Ethical Pitfalls</i>
<i>Fundamental Skills</i>	<i>Supervision Competencies</i>

***Evidence-Based Training Seminar and Case Supervision (1.5 hrs/bi-monthly)**

This seminar/case supervision is meant to overview the area of evidence/empirically-based practice and its practical application for actual cases. It is held bimonthly with Dr. Kowalewski as the seminar leader. Topics to be covered include:

<i>The Connection of Evidence with Practice</i>	<i>System Evaluation</i>
<i>The Evidence Base, including Efficacy</i>	<i>Defining the Evidence</i>
<i>Transportability</i>	<i>Levels of Evidence</i>
<i>Dissemination</i>	<i>What Evidence Gets Examined</i>
<i>Critical Thinking</i>	<i>Manualized Treatment</i>
<i>Measuring Outcomes & Effectiveness</i>	

The emphasis throughout this seminar involves cultivating the intern's critical thinking perspective to clinical practice grounded in empirically based information and methods. Each intern will be able to identify key elements of consideration of an empirically-based perspective. The first 45 minutes of the seminar focuses primarily on didactic material while the second half involves presentations of active therapy cases currently carried by the intern's from his or her assigned unit. Emphasis on the appropriate and practical application of specific evidence-based methods and procedures will be reviewed.

Additionally, as part of the Evidenced-Based Training didactic seminar series, each intern will also be assigned an individual therapy case from the Tawes Treatment Research Unit (TRU) to apply an evidenced-based CBT model specifically designed for patients with psychosis. Education and training of this model is presented during didactic portion of the seminar. Interns may be required to audio tape these therapy sessions as part of the supervision process. The TRU cases, as well as any therapy case, can be reviewed during the second half of the seminar.

Further, individual therapy cases from the TRU are also discussed at a weekly interdisciplinary supervision group/ case conference held on the Tawes Unit. The weekly group supervision is provided to doctoral interns, outpatient treatment providers from Maryland Psychiatric Research Center's Outpatient Research Program, and clinical staff on the TRU (psychiatrists, psychologist, social workers, etc.). Dr. Kowalewski and Dr. Heather Adams, unit psychologist on the TRU, co-facilitate this seminar. Dr. Kowalewski and Dr. Adams provide additional supervision to interns on these cases.

*** Professional Development Issues and Topics (“Brown Bags”)**

This is continuous across rotations meeting periodically on an informal basis (typically during a lunch hour), covering topics of interest to current interns. Seminar format may be live or via webinars. Topics presented have included:

*Preparation for Licensure
Process of obtaining a position post-internship/ employment
Establishing a private practice
Reducing Graduate School Student Loan Debt
Other topics suggested by interns*

- B. **Specific Competency Development and Updates:** This area is meant to insure basic competency regarding recently updated, revised or new psychological instruments. Previous years included the *WAIS-IV*, *WMS-IV*, *MMPI-2-RF*, *SIRS-2*, *BNCE*, and the *WASI-II*. This area includes didactic, laboratory and application dimensions.

ENHANCED/ SPECIALTY TRAINING OPPORTUNITIES (ELECTIVE)

For those interns who are interested in further development of specific or specialized skill sets, opportunities are made available in the second rotation on an approximate one-day per week basis (or equivalent) to enhance their knowledge and skill base in several possible areas currently available to psychology interns. Over the past several years, enhanced training opportunities that have been elected included Forensic Psychology (focusing on pretrial evaluations), Substance Abuse, and Group Therapy, though other opportunities can be created depending on the availability of resources and supervisors. This enhanced training is accomplished by increased clinical applications in that skill set/ specialized area, more intense supervision, guided readings and/or didactics in the skill set area.

PSYCHOLOGY LECTURE SERIES

In the mid 1980's, the Department of Psychology established the Psychology Foundation whose primary mission is to provide training for our staff and professional community at large. The vehicle of the Foundation is the *Psychology Lecture Series* that sponsors speakers in various topic areas throughout the training year (see sample Schedule below). This continuing education Psychology Lecture Series is approved by the American Psychological Association Education Directorate and typically takes place six times per year, with three lectures in the fall/winter and three in the spring/summer. Local and sometimes nationally known experts present and cover timely topics of professional interest to psychologists. The lectures take place on the first Friday of the scheduled months and interns are required to attend free of charge. Examples of lectures presented during the fall 2014/spring 2015 lecture series include:

October 3, 2014	Who Says It Is a Problem? Gambling Disorders and Cultural Competency <u>Presenter:</u> <i>Deborah Haskins, Ph.D., LCPC, NCGCII</i> President, Maryland Council on Problem Gambling; Assistant Professor/Director, Counseling Programs in the School of Education, Trinity Washington University
May 1, 2015	Psychology of Maryland Gangs <u>Presenters:</u> <i>Howard Pinn, Ph.D., Yvette Kovner, Psy.D.</i> Mental Health Services, Eastern Correctional Institution, Department of Public Safety and Correctional Services for State of Maryland

INSERVICE TRAINING

Inservice training includes workshops and lectures designed to keep the psychology staff current with essential psychological information, research and skills necessary to carry out their responsibilities as staff psychologists at Spring Grove Hospital Center and to maintain current competencies. Interns are expected to attend these training. Some recent topics included: *WAIS IV*; *WMS-IV*; *BNCE*; *BCSE*; *WASI-II*, Clinical Supervision; Trauma Informed Care; Cultural Diversity in Clinical Practice.

ADDITIONAL TRAINING OPPORTUNITIES

In addition to those training seminars listed above, the Behavioral Health Administration (BHA), Department of Health and Mental Hygiene (DHMH,) co-sponsors an Annual Psychology Conference held on the grounds of Spring Grove Hospital Center (typically in June). The conference speakers are often nationally known experts in their areas who focus on topics pertinent to the work of psychologists employed by the State of Maryland. Example of a recent speaker/topic: *Nicole Wright, Ph.D., CPsych*, “Treating Psychosis and Co-Occurring Problems of Trauma and Substance Abuse: Integrating Acceptance and Commitment Therapy and Mindfulness Approaches within the Cognitive Behavioral Therapy Tradition”.

There are a number of additional training opportunities at Spring Grove Hospital Center that are provided by other disciplines, including the Continuing Medical Education Committee’s Grand Rounds presentations. Interns are encouraged to attend these programs.

PERFORMANCE IMPROVEMENT PROJECT

Each treatment team is required to participate in an annual Performance Improvement (P.I.) project. Because of the field’s rather extensive background in research design and implementation, psychologists often play a pivotal leadership role in this team effort. Interns work with their Primary Rotation Supervisors to assist the treatment team in identifying the area to be improved, defining the variable to be manipulated, designing the process, implementing the proposed change, analyzing the results, and reporting the findings. Each team is required to present their project to the hospital community at the Annual P.I. Fair (typically held in November), and interns participate in this activity.

INTERNSHIP TRAINING ACTIVITIES- TARGET GOALS AND REQUIREMENTS

Below reflects the targeted goals and requirements of the year-long psychology internship training program. These goals/ requirements are individualized and equivalent for interns within the context of their individual training plans/ goals and rotation placement. While the program does not anticipate any major shifts in these goals and requirements, it reserves the right to modify as deemed necessary based on individual, department and/or hospital need, training opportunities and/or availability of referrals.

- Two Major Rotations (admissions and one other)
- Initial Psychological Assessments – 10
- Focused/Brief Psychological Assessments – 3-4
- Comprehensive Psychological Assessment Batteries – 5-6
- Focused/Brief Neuropsychological Assessments – 1
- Comprehensive Neuropsychological Assessment Batteries -1
- Annual Psychological Assessments – at least 2
- Individual Psychotherapy – at least 2 cases at all times
- Group Psychotherapy - 1 on-going group at all times (beginning at six-week point)
- Behavioral Consultation – at least 1
- Extern Mentoring 1 student (part of Supervision Seminar)
- Educational Project (January term “Mini-Mester”- undergraduate students in psychology)
- Administrative Projects/Assignments - Coordinate administrative or other programmatic tasks
- Case Presentations Diversity; Evidenced-Base; Supervision; Neuropsychology
- Case Conference/Group Supervision- Evidence-Based CBT for psychosis
- Staff presentation (15 to 30-minute presentation to professional audience)
- Performance Improvement Project (with treatment team)

INTERN EVALUATION PROCESS

Each intern will be evaluated on the six Core Competency areas throughout the training year. Successful completion of the internship program requires demonstration of expected competencies as well as meeting the minimum specific internship targeted goals/ requirements. Upon successful completion of the internship program, the intern receives a Certificate of Completion.

At six weeks a brief evaluation is completed by the Primary Supervisor. This evaluation assesses the appropriateness of the training plan put together for the intern to ensure progress in each of the Competency areas and whether adjustments to the plan are required. The main intern evaluation periods are at 3, 6, 9 and 12 months and utilize the *Intern Competency Rating Form*. Each core competency area is comprised of a number of behavioral elements that are called Behavioral Anchors. Each Behavioral Anchor will be evaluated individually, as will the entire Competency area. As the internship training year progresses, the number and complexity of Behavioral Anchors increases for each Competency area evaluated.

The internship training program in general, and the six core competencies specifically, are developmentally conceptualized and sequential as well as progressive in requirements and complexity. In other words, the earlier Behavioral Anchors comprising a given Core Competency area (i.e., 3 and 6 month rating period) are essentially fundamental and provide the foundation for the subsequent rating periods. At the 9-month and 12-month rating periods, the Behavioral Anchors and the Competency Ratings reflects more quantity and quality as indicated in the increasing complexity of the individual Behavioral Anchors required for a given Core Competency area.

At all four rating periods individual Behavioral Anchors ratings and the overall Competency Rating categories are as follows: *Not making adequate progress*; *Making adequate progress but requires some additional assistance/ guidance/ attention*; *At expected level of progress*; and *Exceeds expected level of progress*.

From the initial meeting between each intern and his or her Primary Supervisor, with additional guidance of the Training Director as well as input from other staff directly involved with intern training, efforts will be coordinated to insure that there will be a logical progression from one rotation to the next while maximizing the probability of successfully meeting the core competencies and program training goals and objectives.

Formal evaluations will proceed on the following timetable:

-Initial Evaluation - After the first six-week period of training, an initial review of the intern's training plan and progress will be conducted with the Primary Rotation Supervisor utilizing the *Six-Week Evaluation Form*.

-Mid-Rotation Evaluation (1st Rotation) – At the mid-point of the first rotation (3-months), the Primary Rotation Supervisor will complete the *Intern Competency Evaluation*.

-End First Rotation Evaluation - Interns will again be formally evaluated using the *Intern Competency Evaluation* form, rated against the 6-month Behavioral Anchors.

-Mid-Rotation Evaluation (2nd Rotation) – The same procedure described above for the Mid-Rotation (1st Rotation) will be followed for the Mid-Rotation (2nd rotation) evaluation, rating the intern against the 9-month Behavioral Anchors.

-End Second Rotation Evaluation - Shortly before the end of the training year, the training supervisors will complete the final *Intern Competency Evaluation* using the 12-month Behavioral Anchors.

RELATED EVALUATION PROCESSES

Intern's Self-Evaluations - Prior to beginning the training year at SGHC, interns are asked to rate themselves on a number of knowledge-based continuums closely aligned with the core competencies. At the end of the first rotation and the end of the training year, each intern will again rate their current perception of where they are on the same variables to assess the degree of growth that they have experienced. This is done in the spirit of assisting interns to develop a self-reflective approach to their learning, as well as to provide feedback for program improvement and development.

Intern Evaluation of Supervisors - At the end of each rotation, interns will evaluate their supervisory experience. This is an additional factor in the internship's program evaluation process.

Program Evaluations - At the end of the first rotation, interns will be asked to complete an evaluation of their intern experience up to this point. This information is used to plan or make adjustments in the training program for the remaining 6 months. At the end of the training year, a more comprehensive program evaluation will be completed for future planning and program development. In addition, graduates will be requested to complete a Post-Internship survey on a yearly basis. The aggregate data generated will be used to evaluate the efficacy of the program goals, objectives, and competencies in the professional development of program graduates.

State of Maryland Evaluations: As State of Maryland employees, Psychology Interns are also required to be evaluated using certain State of Maryland Performance Evaluation forms. The *Probationary Evaluation Form*, which is applied to all new state employees, is completed twice during the initial probationary period, at 90 days and 180 days. Additionally, *State of Maryland Performance Evaluation for Non-Supervisory Employees* is completed on each intern at mid- and end-year. Both of these evaluations are completed by the Training Director.

GRIEVANCE AND DUE PROCESS PROCEDURES

The Psychology Department has Due Process procedures that will be followed should a difficulty arise during the training year, providing an intra-discipline resolution if one is possible. Additionally, the department participates in the *Interdisciplinary Student Training Advisory Group (ISTAG)* that is an umbrella organization for students across all disciplines. The *ISTAG* has its own grievance procedure that is available to all students in training at the hospital in the event that disputes arise which cannot be resolved at the discipline level. Finally, as State of Maryland employees, interns have access to the State of Maryland Merit System's (via Department of Human Resources) regulations regarding problem resolution as well. Students are given a copy of these policies and procedures upon their arrival at the hospital.

The sequence of proceeding through the different grievance options of the Psychology Department, *ISTAG*, and the Human Resource Department, is considered the optimum way to assure each intern that they will be heard and will hopefully allow for the quick resolution of concerns at the lowest level of intervention. However, as state employees, interns have the right to skip the first two avenues of recourse open to them and to proceed directly to the hospital's Department of Human Resources for resolution.

ARE WE A GOOD MATCH?

It is important that both intern candidates and internship training sites carefully evaluate each other to make a good training match. To guide you in deciding whether Spring Grove Hospital Center is a potential site for you to apply to, we are providing this description of what this internship program is looking for in candidates for our internship positions to assure success. This profile is based on our experience over time with individuals we have matched with in the past and the type of student we are best equipped to train. This is meant as a guideline only; if you do not fit all of these parameters, but still feel as though Spring Grove Hospital Center could offer you a valuable training experience, we will gladly receive and review your application.

Spring Grove Hospital Center is an applied setting with a diverse inpatient population. We provide a sound generalist clinical training experience to provide future psychologists the skills and competencies for working particularly with people with serious and persistent mental illness. While the majority of our patients are forensically involved and a background/ prior experience with forensic population is valued, the role of the unit psychologist (and therefore the psychology intern) is to provide general clinically-based assessment and intervention services to this population. Opportunity to be directly involved in the forensic aspects of the patients is available but limited. Therefore, we seek candidates with an interest in a general training experience and who have had some prior experience and/or current interest in serving a seriously and persistently mentally ill population.

Additionally, we seek candidates who display a serious commitment to developing a suitable professional identity and competencies, which include the aptitudes, resourcefulness, and flexibility necessary for active participation in the profession. Psychology interns from diverse backgrounds are strongly encouraged to apply to our program. We are looking for interns who have a desire to understand cultural and individual diversity and how this influences interventions, assessment, and behavioral consultation.

An important part of our program is the Evidence-Based Practice Seminar, which provides psychology interns an understanding of the ethical implementations of evidenced based treatment and interventions. We expect our interns to have a commitment to understand evidenced based treatment and its ethical use with an inpatient, seriously mentally ill population.

Psychological assessment is mandatory and valued at Spring Grove Hospital Center, therefore we seek candidates who have taken courses in testing fundamentals and have produced a number of integrated, comprehensive psychological reports based on test results, especially with adult clients/patients. Psychological testing experience includes not only interpretation of tests, but also organization and integration of interview and historical/ background data.

The Spring Grove Hospital Center Psychology Internship Program provides a multitude of professional training opportunities for our interns. Interns participate in treatment team meetings as well as Performance Improvement projects that involve the design, implementation, and statistical evaluation of patient care initiatives. Annually, interns develop, administer and evaluate a comprehensive educational program. They are also an integral part of the interview selection process for future interns. Flexibility, adaptability, and a teamwork philosophy are ideals and qualities that coincide with the many training opportunities provided by the internship.

The highly diverse patient population at Spring Grove Hospital Center includes adult and adolescent inpatients. While we also provide pre-trial forensic evaluations (via Office of Forensic Services) as well neuropsychological services; as mentioned above, the program takes a generalist approach and is not suited for interns who wish to specialize in any one population or area during their training year. There are opportunities to participate in enhanced/specialty training, such as pre-trial forensic evaluations or substance abuse treatment, during the second rotation on an approximate one-day per week basis. Further all psychology interns are afforded the opportunity to participate in neuropsychological evaluations.

Finally, in the interest in being able to take advantage of all of the training opportunities available at Spring Grove Hospital Center during internship, as well as completing the requirements in a timely and less harried manner, we strongly recommend and encourage incoming interns to have completed (or be close to completing) his/her Clinical Research Projects/Dissertations prior to the start of the program. We have found that attempting to complete CRPs/dissertations during the internship year is highly stressful and a significant distraction to the internship program, especially since interns are also developing plans for life after internship (i.e., post-doctoral programs, employment).



PSYCHOLOGY DEPARTMENT CLINICAL STAFF

*** Members of the Internship Training Committee**

***HEATHER ADAMS, PSY.D.**

Dr. Adams graduated from the American School of Professional Psychology at Argosy University in Washington, DC in 2011 after completing her APA-accredited pre-doctoral internship at Spring Grove Hospital Center. Following graduation, Dr. Adams worked full-time at Clifton T. Perkins Hospital Center, a maximum security forensic hospital, where she completed formal training in Forensic Psychology. Simultaneously, she served as an adjunct faculty member at Trinity University in Washington, DC, teaching courses in the Master of Arts program in Counseling Psychology. Dr. Adams joined the SGHC Psychology Department in January 2013. She works full-time on the Treatment Research Unit (TRU), part of the Maryland Psychiatric Research Center's (MPRC) Treatment Research Program, which is operated by SGHC. The TRU is an inpatient admissions unit that provides the opportunity for participation in clinical research trials that aim to enhance the treatment of individuals with chronic, treatment resistant schizophrenia spectrum illnesses. Dr. Adams provides a full range of services to patients on the TRU, including psychological assessment, individual therapy, and psychotherapy groups. Dr. Adams uses an evidence-based approach, primarily utilizing a cognitive-behavioral theoretical orientation to inform conceptualization and treatment. Dr. Adams assists with facilitating a weekly CBT for psychosis supervision group which is provided to the doctoral interns, outpatient treatment providers from MPRC's Outpatient Research Program, and staff on the TRU. Dr. Adams has a longstanding interest in treating people with severe and persistent mental illness, particularly schizophrenia, and has participated in research and provided services to members of this population since 2003. Dr. Adams is a Clinical Assistant Professor in the Department of Psychiatry at the University of Maryland's School of Medicine, where she participates in schizophrenia research through her involvement with MPRC's clinical trials. Dr. Adams is a member of the American Psychological Association, the Maryland Psychological Association, and the National Alliance on Mental Illness.

***DANIEL ARNHEIM, PH.D.**

Dr. Arnheim joined the Spring Grove Hospital staff in 1974. He received his doctorate from Florida State University, followed by an internship at Spring Grove Hospital Center. He is the Assistant Director of the Psychology Department. Additionally, he currently is assigned to a Continued Care Unit and also functions as one of the two Department of Psychology's Behavioral Consultants. As such, he provides behavioral consultations to treatment teams throughout the hospital, assisting them with designing, implementing and evaluating behavioral programs for the patients. Specifically, he focuses on the implementation of behavioral methods to manage the conduct of individuals with chronic psychopathology. Dr. Arnheim has extensive experience in the design and execution of behavioral programs aimed at increasing positive behaviors and decreasing those that are undesirable. He is involved in every aspect of patient care, including behaviorally oriented psychological groups and therapy sessions. In addition, Dr. Arnheim is involved in family and patient education regarding the symptoms, management and treatment of severe psychopathology. Dr. Arnheim is a member of the National Register of Health Service Providers in Psychology. He is also a consultant for the Disability Determination Services of Maryland and previously taught as an adjunct faculty member at the University of Maryland, Baltimore County Campus. Interns complete behavioral consultations throughout the hospital under Dr. Arnheim's supervision. He also serves as a primary rotation supervisor for interns as well as secondary supervisor.

JUSTINE BRADSHAW, PSY.D.

Dr. Bradshaw recently joined the Spring Grove Hospital staff in early July 2014. She is assigned to the Office of Forensic Services as a forensic evaluator providing pre-trial evaluations. Dr. Bradshaw graduated from American School of Professional Psychology at Argosy University in Washington, D.C. in 2012. She completed her pre-doctoral internship at the D.C. Superior Court Child Guidance Center where she provided services to youth involved in the Juvenile Justice System as well as numerous comprehensive evaluations. Further, Dr. Bradshaw completed post-doctoral training at the Roederer Correctional Complex in Louisville, KY, an assessment and classification center for the Department of Corrections in KY. She holds a psychology license in both the state of Kentucky as well as Maryland. Recently Dr. Bradshaw served as an Enhanced Training Supervisor for interns in Forensics.

KEVIN BUDNEY, PSY.D.

Dr. Budney received his doctorate at Forest Institute of Professional Psychology. He completed his internship at Spring Grove Hospital Center and joined the psychology department in September 2001. Dr. Budney currently provides clinical services throughout the hospital, including Substance Abuse Groups and other assigned duties. Previously he was assigned to the Office of Forensic Services performing court-ordered assessments for inpatient and outpatient individuals to determine competency to stand trial and criminal responsibility. Dr. Budney served as Internship Training Director from February 2008 through August 2009. He has supervised Psychology Associates, Psychology Interns, and Psychology Externs since 2002. He uses a Socratic teaching style with an emphasis on interpersonal awareness. More recently he acted as a secondary supervisor for interns and as an interviewer for intern selection.

MATTHEW CELOZZI, PH.D.

Dr. Celozzi began his career in psychology working in the state penitentiary system. He completed his doctorate at University of Southern Mississippi in Counseling Psychology and a Clinical Internship at the University of Maryland School of Medicine, Department of Pediatrics. Dr. Celozzi has been employed at Spring Grove Hospital Center since 1977 and licensed in the State of Maryland since 1979. Dr. Celozzi uses a cognitive behavioral approach in his therapeutic work with patients. He provides psychological services on the Spring Grove Hospital Center's Medical Stabilization Unit. Additionally, he provides therapeutic services in nursing homes in his private practice. Dr. Celozzi is presently involved with the internship program as an interviewer for intern selection.

***ROBYN DAVIDSON, PH.D.**

Dr. Davidson received her Master's degree and doctorate in Clinical Psychology from the University of Maryland, College Park and completed her internship on the Treatment Resistant Unit (TRU) at Spring Grove in 1989-90. Following internship, Dr. Davidson completed a three-year post-doctoral fellowship at the National Institute of Neurological Disorder and Stroke (NINDS), National Institute of Health (NIH), Clinical Neuropsychology Section, where she focused on research and conducting neuropsychological evaluations of patients with temporal lobe epilepsy and other neurological disorders. After licensure in 1993, Dr. Davidson began state service at Crownsville Hospital Center, a former State of Maryland owned and operated psychiatric institute where she served as the Director of the Neuropsychology Service Program, providing patient evaluations as well as training of psychology students. She also acted as the hospital's Special Population Coordinator, coordinating services related to treatment and discharge for identified patients with traumatic brain injury and developmental disabilities, as well as acting as a liaison with Mental Hygiene Administration (MHA), Developmental Disabilities Administration (DDA), other state agencies, and community providers regarding these special population patients. Dr. Davidson joined the Spring Grove Psychology Department in 2004 following the closure of Crownsville. At Spring Grove, Dr. Davidson continues to provide neuropsychological evaluations and consultations hospital-wide, as well as training for staff and students. Until mid-August 2009, she also provided clinical services on the Adolescent Unit, including evaluations, consultations, and educational groups regarding the juvenile court system. She is the former Coordinator of the Psychology Externship program at Spring Grove and in 2009 assumed the role of Psychology Internship Training Director. Dr. Davidson has a special interest severe mental illness, especially schizophrenia, particularly in regard to educating others about the neurocognitive and behavioral deficits associated with these disorders. Dr. Davidson has provided in-service presentations to other professionals throughout the state of Maryland on a variety of topics related to Neuropsychology. She is a member of the American Psychological Association (APA) and National Academy of Neuropsychology (NAN).

MICHELLE F. ESTIS, PH.D.

Dr. Estis joined the SGHC Psychology Department in June 2010. After attending the Clinical Psychology Program at the University of Kentucky, she completed her APA-accredited internship at SGHC in 2009, working on both adolescent and extended care units. She was subsequently hired by Clifton T. Perkins Hospital Center, Maryland's maximum-security forensic hospital, where she conducted pretrial competency and criminal responsibility evaluations, as well as provided consultation services to inpatient units. Dr. Estis now works at SGHC on a full-time basis on an Admissions unit providing a full range of psychological services to adult patients, including psychological testing, individual and group therapy, and psycho-educational groups. Dr. Estis uses an integrative approach to conceptualizing and treating patients that blends interpersonal, behavioral, cognitive-behavioral, and family systems perspectives. She is a member of the National Register of Health Service Providers in Psychology. Dr. Estis presently serves on the department's Continuing Education Committee. In her free time, Dr. Estis is an avid fan of the New York Mets, Washington Nationals, and University of Kentucky Wildcats.

ERIC FIELDING, PH.D.

Dr. Fielding joined the SGHC Psychology Department in 2007. After attending the Clinical Psychology Program at Fuller Theological Seminary's Graduate School of Psychology, he completed an APA-approved internship at the Allendale Association/Bradley Counseling Center in Illinois in 2004. He then remained at the Allendale Association as a Postdoctoral Resident and, subsequently, a Staff Therapist, where he worked with children and adolescents in residential, group home, and day school placements until 2007. Dr. Fielding works on a half-time basis on a Continued Care Unit providing psychological services to adult patients, including psychological testing, relationally-oriented individual and group therapy, and psychoeducational groups. He uses a psychodynamic approach to conceptualizing and treating patients that blends Developmental, Self, and Object Relations perspectives. His areas of interest include personality structures/disorders, psychodynamic theory and treatment across the lifespan, religion/culture/worldview interactions with psychopathology, and the mutual influence of systems and individuals on one another in treatment settings. Dr. Fielding is a member of the American and Maryland Psychological Associations. He serves as a secondary supervisor for interns related to therapy as well as an interviewer for intern selection.

LEILA FORD, PH.D.

Dr. Ford joined the Spring Grove Hospital Staff in early 2007 after receiving her degree from Howard University. She completed her internship in Clinical Psychology at Devereux Foundation in Pennsylvania in 1996. Dr. Ford serves on an Adult Admission Unit where she provides a full range of psychological services to both voluntary and court-ordered patients. Duties include facilitating several psychotherapeutic groups to assist patients in gaining greater awareness and understanding of mental illness as well as to develop and implement realistic strategies to manage their mental illness and reduce the probability of future hospitalizations. In addition, Dr. Ford conducts individual psychotherapy, according to the treatment needs of each patient. She actively assists the treatment team in designing treatment plans and with maintaining a safe and therapeutic environment for all patients. Her special interests include psychological assessment with ethnic minority groups, group dynamics and multicultural counseling. Dr. Ford also serves in the role of Externship Training Coordinator. Additionally, Dr. Ford acts as a primary rotation supervisor for interns as well as an interviewer for intern selection. Dr. Ford is a member of the American Psychological Association, National Register of Health Service Providers in Psychology, Maryland Psychological Association, and the Association of Practicing Psychologists.

SUZANNE GUERZON, PSY.D

Dr. Guerzon received her doctorate in clinical psychology from Rutgers University, in New Brunswick, NJ- in -1999. At Rutgers, Dr. Guerzon was a MAP fellow and conducted research on the interplay of clinical and organizational psychology. She completed her internship, which included a forensic rotation at Springfield Hospital Center in Sykesville, MD. She then worked for the Department of Corrections for the State of Maryland at Patuxent Institution for five years where she conducted psychological assessments, including risk assessments and pre-release assessments of felonious offenders. Following her work at Patuxent, Dr. Guerzon worked for the Federal Government, first for the Department of Defense and then for the Court Services Agency for Washington D.C. Dr. Guerzon joined Spring Grove Hospital Center staff in 2008, as the first psychologist dedicated to the Forensic Services office. She performed court-ordered assessments for inpatient and outpatient individuals to determine competency to stand trial and criminal responsibility. Currently, Dr. Guerzon is working as -a half-time staff psychologist on one of the Continued Care units, where she provides assessment and treatment of patients with chronic mental illness and dementia.

LINSDAY HOLBEIN, PSY.D.

Dr. Holbein graduated from American School of Professional Psychology at Argosy University in Washington, DC in February 2011. She completed her pre-doctoral internship at Torrance State Hospital, Regional Forensic Center in Pennsylvania, where she worked in a maximum security facility that housed men and woman and a sex offender civil commitment program. She has worked in the Virginia state system, providing treatment and conducting evaluations for civil and forensic patients. Dr. Holbein also provided sex offender treatment and evaluations for adult and juveniles in Virginia, prior to moving to Maryland. She worked at Springfield Hospital Center on an acute admissions unit before transferring to Spring Grove Hospital Center's Office of Forensic Services in June, 2014. There, she conducts court-ordered competency to stand trial and not criminally responsible evaluations. She has an interest in forensics (competency to stand trial, not criminally responsible evaluations, sex offender evaluation and treatment), severe mental illness, psychopathy, and Mindfulness. Recently Dr. Holbein served as an Enhanced Training Supervisor for interns in Forensics

PATRICIA JONES, PSY.D.

Dr. Jones is joined the SGHC Department of Psychology in February of 2011. She graduated from the American School of Professional Psychology at Argosy University in Washington, D.C. in August, 2010. She has a Master of Arts degree in Clinical Psychology from Towson University. Dr. Jones' clinical training experience includes working with children, adolescents, and adults in outpatient settings, to providing individual therapy to adults with mental health problems in a pretrial court supervisory setting, as well as conducting therapy and assessments with adults who had problems with gambling in a residential treatment facility. Dr. Jones is a part-time employee on an Admissions Unit at SGHC where she provides a full range of psychological services to adult patients to include psychological assessment, psychoeducational and process groups, and individual therapy. Dr. Jones utilizes a cognitive-behavioral approach to conceptualize diagnoses, guide treatment planning, and execute interventions. Dr. Jones' interests include integrating spirituality and psychotherapy, as well as meditation and various forms of relaxation therapies (guided imagery and progressive muscle relaxation just to name a few). As Dr. Jones' Doctor of Psychology degree has a concentration in Diversity and Multicultural counseling, she enjoys treating individuals from a multicultural perspective. Dr. Jones serves as an interviewer for intern selection and as a secondary supervisor.

STEVEN KELLOGG, PSY.D.

Dr. Kellogg joined the SGHC Psychology Department in 2004. After attending the Clinical Psychology Program at Argosy University, Illinois School for Professional Psychology in the late 1980's, he completed an APA-approved, Pre-doctoral Clinical Psychology internship at Crownsville Hospital Center from 1986 to 1987. He then joined the hospital staff completing a Post-doctoral year of supervised experience functioning as an adult admissions unit psychologist completing requirements for licensure. While in service at Crownsville Hospital Center he served as Chairperson for the Peer Review, Ethics and Research Committees. Subsequent employment assignments included inpatient adolescent admissions unit and long-term adolescent residential unit. Crownsville Hospital was closed in 2004. Since coming to Spring Grove Hospital Center, Dr. Kellogg has served as a unit psychologist on an intermediate care unit and then was assigned to an adult admissions unit with primarily forensic evaluation responsibilities. He provided a range of psychological services including assessments, letters to the court, consultation at forensic staffings and testimony at administrative law hearings. Dr. Kellogg is licensed in the States of Maryland and Virginia, and is listed in the National Register of Health Service Providers. He is a member of several professional organizations, including Division 12 of the APA, National Academy of Neuropsychology, and has served as the Vice President of the Anne Arundel Psychology Association from 1990-1995. Dr. Kellogg is active in his incorporated, general clinical psychology private practice located in Annapolis, MD. He has provided contractual psychological services for Correctional Medical Services at Anne Arundel County Detention Center and local Human Resources Departments. Dr. Kellogg has served as an adjunct faculty/practicum supervisor for Argosy University, DC campus. He has provided post-doctoral supervision for Psychology Associates. He was previously an Adjunct faculty/field supervisor for students attending the Universidad De Deusto, Bilbao, Spain (1996). Dr. Kellogg is interested in Psychodiagnostic Testing and Assessment, Personality Disorders, Forensic Assessment; Trauma focused care, psychotherapy and behavioral interventions for the seriously mentally ill. He routinely provides expert testimony at IVA and Conditional Release Administrative Law Hearings. Dr. Kellogg has previously served as an intern primary supervisor in the adult admissions rotation, as well as supervises externs and as an interviewer for intern selection. Dr. Kellogg is presently assigned to the Continuing Care Division. Dr. Kellogg has accepted clients from Pro Bono Counseling and *Give An Hour projects*.

***JEROME KOWALEWSKI, PH.D.**

Dr. Kowalewski came to Spring Grove Hospital Center during the consolidation in 2004. He is currently in the capacity of Director of Psychology and was both the Director of Psychology and Training Director of an APA-approved internship program at Crownsville Hospital Center prior to coming to Spring Grove. Dr. Kowalewski functions with Dr. Arnheim as a member of the Department of Psychology's Behavioral Consultation Team. As such, he also provides behavioral consultations to treatment teams throughout the hospital, assisting them with designing, implementing and evaluating behavioral programs for the patients. Dr. Kowalewski has taught a variety of graduate classes at local universities, particularly, Loyola University Maryland, including, Cognitive Therapy; Group Therapy; Advanced Abnormal Psychology; and Behavioral Therapy. He is a Founding Fellow of the Academy of Cognitive Therapy and Certified Trainer and Consultant. His areas of interest are the spectrum of cognitive-behavior therapies, CBT applied to schizophrenia/psychosis, ADHD, bipolar disorder and anxiety disorders, particularly with children and adolescents. Outside of the hospital, Dr. Kowalewski serves as the Chairperson of the Psychology Advisory Council (PAC), who meets monthly with all the Directors of Psychology of Mental Hygiene Administration facilities in Maryland. Dr. Kowalewski conducts the Supervision and Evidence-Based Training Seminars as well as serves as secondary supervisor and interviewer for intern selection.

LYNETTE MALLOCH, PH.D.

Dr. Malloch completed her graduate work in psychology at the University of Aberdeen, Scotland and the University of Toronto, Canada. In addition, she had the opportunity to study with Dr. Aaron Beck at the University of Pennsylvania during a summer program in 1978. She completed her internship in the Prince Georges Co. Public School System. She joined the Spring Grove Hospital Center's Department of Psychology staff in July, 2008 after serving numerous years at the Regional Institute for Children and Adolescents – Southern Maryland (RICA) as the Psychology Services Chief. While at RICA, Dr. Malloch developed an externship program for Argosy University clinical psychology students. At Spring Grove Hospital Center, Dr. Malloch works full time with continued care patients providing psychological assessments and individual and group therapy that focus on social skill development. Staff consultation and treatment planning to support the therapeutic milieu and strengthen the multidisciplinary team approach is also an important focus. Dr. Malloch is also in charge of staff development in the Psychology Department. She provides training to interns as a primary rotation supervisor as well as serves as an interviewer for intern selection. Dr. Malloch is on the National Register of Health Service Providers and is a clinically certified Juvenile Treatment Specialist with the National Association of Forensic Counselors.

BEVIN MERLES, PSY.D.

Dr. Merles is a Forensic Psychologist in the Department of Forensic Services for Spring Grove Hospital Center. She joined SGHC in April 2013 and conducts court-ordered forensic evaluations to determine competency to stand trial and criminal responsibility of inpatient defendants. She effectively communicates the hospital opinion on such matters and provides expert witness testimony in Maryland courts, when necessary. Dr. Merles is currently the SGHC hospital presenter/representative for the Baltimore City District Court Mental Health Court. In addition to her extensive experience conducting forensic evaluations on inpatient defendants, she also has years of experience conducting formal malingering assessments, sex offender evaluations, and juvenile forensic evaluations. Dr. Merles is a native Floridian who relocated to Maryland in 2011. She earned her Doctorate of Psychology (Psy.D.) and Master of Science in Clinical Psychology with a concentration in Forensic Psychology from Nova Southeastern University in Ft. Lauderdale, Florida. She completed her psychology doctoral internship at the District of Columbia Superior Court's Child Guidance Clinic in Washington, D.C. and then had the privilege of completing a post-doctoral program in Forensic Psychology at Springfield Hospital Center in Sykesville, Maryland. In addition with her duties at SGHC, Dr. Merles is currently an adjunct faculty member in the Applied Behavioral Sciences Department at the University of Baltimore. Dr. Merles is also a proud alumna of the University of Miami and avid Miami Hurricanes fan.

***ANNE F. MICHAELS, PH.D.**

Dr. Michaels joined the SGHC Psychology Department as part of the hospital consolidation in 2004. She received an APA-approved internship at Crownsville Hospital Center after obtaining her doctorate in School Psychology from the University of Maryland. At SGHC, Dr. Michaels provides services on the Adolescent Unit that includes a full range of psychological evaluations, including court-ordered evaluations for risk assessment, competency, and sexual offenders. Dr. Michaels also provides individual therapy utilizing a cognitive-behavioral approach as well as group therapy, including Mood Management Group and Trauma Group. She has provided continuing education programs on hypnosis and assessment for the Psychology Lecture Series at Spring Grove and a poster on her anxiety research at the American Anxiety Disorders Association. In addition to licensure, Dr. Michaels is a nationally certified school psychologist. She is an active member of several professional organizations including fellow in the Maryland Psychological Association, the American Psychological Association, the National Association of School Psychologists, and American Society of Clinical Hypnosis. In the Internship program, Dr. Michaels is involved in supervision on the Adolescent Unit as a primary rotation supervisor and serves as an interviewer for intern selection.

THOMAS JEFFREY NEAL, PH.D.

Dr. Neal received his Ph.D. in 1987 in clinical-community psychology from the University of Maryland, College Park. He completed two pre-doctoral internship programs, one focusing on clinical child psychology at the Regional Institute for Children and Adolescents (1983-84) and one at John Hopkins Hospital focusing on medical-clinical psychology (1984-85). Dr. Neal was the court psychologist for Calvert County from 1987 to 2005 and he has maintained a private practice in forensic psychology since 1992. He has testified as an expert in District and Circuit Courts in Maryland and Virginia and in the United States District Court. Dr. Neal has also lectured on various topics related to forensic psychology as a part-time instructor in psychiatry at the Johns Hopkins School of Medicine. He assessed and treated patients with major mental illnesses at the Calvert County Health Department from 2005 until he joined the SGHC Psychology Department in 2010. Dr. Neal's current assignment at SGHC is on a Continued Care Unit providing a full range of psychological services to adult patients, including psychological testing, individual and group therapy, and psycho-educational groups. He also supervises psychology externs. Additionally, Dr. Neal is assigned part-time to the hospital's Office of Forensic Service, conducting pretrial evaluations. He continues to maintain a private practice treating children, adolescents and adults in psychotherapy in Virginia. Dr. Neal holds psychology licenses in both Maryland (general) and Virginia (clinical). He is a member of American Psychological Association, Fellow of the Maryland Psychological Association, and a Diplomate of the American Board of Psychological Specialties- Clinical Forensic Psychology. Dr. Neal is presently involved in the internship program as both a primary rotation supervisor as well as secondary supervisor for interns seeking enhanced/specialty training in pre-trial forensics. He also serves as interviewer for intern selection.

JUDITH RYAN, PH.D.

Dr. Ryan joined the Spring Grove staff in 1994 following her work at Carter Center and Finan Center, other state supported facilities. Dr. Ryan completed her Ph.D. from the University of Michigan. At Spring Grove, Dr. Ryan works on an admission unit. In addition, she is the department liaison with the hospital's Medical Records Committee and, as such, assists the Director of Psychology in the department quality assurance program. Special interests include assessment in the areas of forensics, disability, vocational rehabilitation and psycho-education. Dr. Ryan holds licenses in Maryland and the District of Columbia. In addition, she is a member of several professional organizations including the Association of Practicing Psychologists of Montgomery/Prince Georges Counties and Division 5 of the American Psychological Association. Dr. Ryan is presently involved with the internship program as an interviewer for intern selection. She also supervises psychology externs.

JENNIFER SCHNEYER, PSY.D.

Dr. Schneyer graduated from the American School of Professional Psychology at Argosy University in Washington D.C. in 2011. She completed her pre-doctoral internship at Saint Elizabeths Hospital, Forensic Track, in Washington, D.C. Following completion of her internship, Dr. Schneyer remained at Saint Elizabeths Hospital for a post-doctoral residency in forensic psychology. Dr. Schneyer worked at Clifton T. Perkins Hospital Center, the maximum security forensic psychiatric hospital for the state of Maryland from 2012 to 2015. There, Dr. Schneyer worked as a ward psychologist performing psychological duties for male forensic psychiatric patients, as well as an evaluator for the pre-trial department, conducting pre-trial evaluations. She also acted as co-director of the externship training program. Additionally, Dr. Schneyer has worked for the State of Maryland's Office of Forensic Services, as the sole community forensic evaluator for Cecil County. Dr. Schneyer has also co-owned a private practice where she conducted therapy and psychological assessments. Dr. Schneyer joined Spring Grove Hospital Center in April 2015. She is a forensic evaluator for the Office of Forensic Services at Spring Grove Hospital Center, where she conducts court-ordered evaluations for competency to stand trial and criminal responsibility.

ANITA O. SOLOMON, PH.D., ABPP, MS

Dr. Solomon has served residents as a Psychologist II at Spring Grove Hospital Center since 1989, currently a member of a professional team in one of SGHC's four Continued Care Units. She is also a pianist, and in addition to cognitive Behavioral Therapy, uses music and poetry in her group psychotherapies to reduce violence in the psychiatric setting. She has published and presented on this and a wide variety of other subjects to SGHC's Grand Rounds, Psychology and Social Work Departments Continuing Education Programs and the International Congress of Psychology, the latter in Capetown, South Africa in 2011. Licensed in two states, D.C. and Maryland, listed in the Health Register in Psychology, she has received several two year Fellowship Programs from the Washington School of Psychiatry to include Group Psychotherapy, Child and Adolescent Psychotherapy, and received by examination a Diplomate in Clinical Psychology, awarded by the American Board of Professional Psychology (ABPP). In 2009, she was awarded a Post Doctoral MS Degree in Clinical Psychopharmacology from Fairleigh Dickinson University. She has APA's Fellowships in Divisions 31 State and Provincial Psychology Associations and Division 12, Clinical Psychology, is a Fellow of both the D.C. Psychological Association and the Maryland Psychological Association, receiving Public Service Awards from both DCPA and MPA for voluntary psychological service in the Community. She is a Past President of the Association of Practicing Psychologists, Montgomery-Prince Georges Counties, Inc., a recipient of APA's Karl S. Heiser Award for Legislative Advocacy, the latter for spearheading the Maryland Psychologists As Expert Witnesses Law. In the evening and off work SGHC time, Dr. Solomon serves on the Governor's Mental Hygiene Advisory Council, and is a Voluntary Board Member of the Mobile Medical Care, Inc., serving those without insurance in Montgomery County with voluntary medical and psychological care. Dr. Solomon also serves as a voluntary Examiner of those candidates for their Diplomates in Clinical Psychology, is a Fellow in the Society of Clinical Psychology, and a former member of the Maryland Board of Examiners of Psychologists.

***KATHLEEN TALL, PH.D.**

Dr. Tall joined the Spring Grove Hospital Psychology staff in 1991 after receiving an M.A. in clinical psychology at Loyola College of Maryland (1986) and a Ph.D. in Clinical Psychology from St. Louis University in 1990. Dr. Tall is a 1989 graduate of the Spring Grove pre-doctoral internship program and after receiving the Ph.D. completed a postdoctoral fellowship through Johns Hopkins School of Medicine at Kennedy Institute for Children and Adolescents. Before developing her interest in Psychology, Dr. Tall had completed a B.S. in education at the University of Alabama, and a M.Ed. in reading specialization at Auburn University. Dr. Tall joined the Spring Grove Hospital Psychology staff in 1991 after receiving an M.A. in clinical psychology at Loyola College of Maryland (1986) and a Ph.D. in Clinical Psychology from St. Louis University in 1990. Dr. Tall is a 1989 graduate of the Spring Grove pre-doctoral internship program and after receiving the Ph.D. completed a post-doctoral fellowship through Johns Hopkins School of Medicine at Kennedy Institute for Children and Adolescents. Before developing her interest in Psychology, Dr. Tall had completed a B.S. in education at the University of Alabama, and a M.Ed. in reading specialization at Auburn University. She then taught at both the elementary and high school levels and in public, parochial and military dependents' schools. Dr. Tall began to participate in the psychology student training programs in early 1992 and since then has supervised numerous interns and externs. Previously, she was the program director for the residential/transitional housing units (Bridge and Home Run) which closed in September 2012. Her current assignment is providing clinical services on the Adolescent Unit. She is the Department of Psychology's representative on the Patient Care Committee and a member of the Joint Executive Committee, Clinical Department Heads Committee, and the hospital-wide Performance Improvement Steering Committee. Dr. Tall's current interests include addictions, adult literacy issues, ADD/ADHD and the treatment of individuals with severe personality disorders and/or Axis I disorders. In addition, her special interest in the use of pets in therapeutic treatment of the mentally ill has led her to take an active interest in this therapeutic endeavor at Spring Grove, including bringing in her own Sheltie to interact with the patients. Dr. Tall has served as a supervisor to interns as well as externs. She also serves as an interviewer for intern selection.

***KRISTEN ZYGALA, PSY.D.**

Dr. Zygala received her Psy.D. from Loyola University in Maryland. While in the doctoral program, Dr. Zygala trained at multiple state hospital facilities before becoming a psychology intern at Crownsville Hospital Center. In 2004, toward the end of her internship, Dr. Zygala joined SGHC after the two state hospitals consolidated. Upon completion of her internship, she worked for one year as a Psychology Associate at Patuxent Institution, a maximum security prison. Dr. Zygala then returned to SGHC where she split her time between the Adolescent and Adult Admissions units. A few years later, she took a brief time off from SGHC to focus on private practice and her family. In February 2011, Dr. Zygala returned to SGHC where she provides a full range of psychological services to primarily forensic patients on an Adult Admissions unit. In particular, she conducts psychological evaluations to assist with diagnosis, treatment, competency to stand trial, criminal responsibility, risk, and malingering. Dr. Zygala also provides individual and group therapy as well as crisis intervention and consultation with the treatment team. She participates in the internship program as a primary rotation supervisor and is actively involved in the intern selection process as an interviewer. In addition to working at SGHC, Dr. Zygala provides contractual court-ordered assessment services for juveniles and adults with legal involvement. She conducts a variety of evaluations that involve comprehensive psychological testing (cognitive, emotional, and personality) as well as competency to stand trial. Dr. Zygala is often called to testify as an expert in court hearings to discuss her findings and recommendations. Dr. Zygala is also a guest lecturer at Loyola University as well as a member of the Provider Advisory Committee (PAC) and Credentialing Committee for Riverside Health Care Company.

ADJUNCT PSYCHOLOGY STAFF

ADANNA J. JOHNSON, PH.D.

Dr. Adanna J. Johnson holds a B.S. in Psychology from Prairie View A&M University in Texas, and a Master's and Ph.D. in Counseling Psychology from Marquette University. She is currently an associate professor at Loyola University Maryland, teaching psychology at the undergraduate and masters' level, and supervising clinical psychology doctoral students at the Loyola Clinical Centers in the Govans neighborhood. She is also the director of the African and African American Studies Interdisciplinary minor at Loyola. Dr. Johnson was trained as a family therapist, but has an integrated theoretical orientation where she infuses culturally-specific, interpersonal, and cognitive-behavioral techniques into her clinical work. Her areas of research focus include cultural competence in clinical supervision and research, recruitment and retention of people of color in counseling psychology at the graduate and professional levels, and use of traditional African healing approaches in a modern therapeutic context. Additionally, she studies the use of indigenous African healing, African cultural arts, and philosophy in psychotherapy with People of African descent. Dr. Johnson is a member of the board of directors for dewMore Baltimore, a non-profit that fosters civic engagement in marginalized communities in metropolitan Baltimore. She is also a member of the advisory board for the Alliance for Community Teachers and Schools (ACTS), an organization that works to increase the capacity of urban schools to cultivate the learning and development of children. Additionally, Dr. Johnson is a licensed psychologist in Maryland and has a small private practice, Ipako Wellness. She is also a member of the Association of Black Psychologists.

ADMINISTRATIVE SUPPORT STAFF

MISSIE MCGREEVY- Secretary, Psychology Department

Ms. McGreevy joined the Spring Grove Psychology Department in May of 2009 following the closure of Rosewood Center. She provides secretarial support to the administrative functions of the Director Psychology, as well as administrative support to the Psychology Internship Training Director, Coordinator of Externship Training, Psychology Training Supervisors, and Psychology Faculty Staff. She assists interns in the completion of bi-weekly timesheets and payroll, and general inquiry. She also supports members of the Psychology Department in the preparation of reports to maintain program accreditation with the American Psychological Association.

APPLICATION PROCEDURES

All application materials for our program must be submitted by Midnight (EST) on November 1st, 2015.

Prerequisites (*MUST be met for consideration):

1. Current enrollment in an *APA-accredited Ph.D. or Psy.D. program in Clinical or Counseling Psychology.
2. Completion of ***1000** Total Hours of practicum work by **application deadline (November 1, 2015)**.
3. ***550** of the combined Total Practicum Hours must be related to direct interventions and assessment, with a least 50% of those combined hours with adult patients and/or clients. Further, of the 550 combined Intervention/ Assessment hours:
 - a) At least ***300** face-to-face Intervention Hours
 - b) At least ***100** direct Assessment hours

PLEASE NOTE: for Terminal Master Hours to count, these hours **MUST** be **verified** by your current Training Director (as indicated on the AAPI application).

4. Comprehensive exams passed by application deadline.
5. Dissertation or Clinical Research Project-- proposal accepted/approved by committee by application deadline.
6. Experience working with a serious and persistent mentally ill population, particularly adults, is highly desirable/preferred, as is prior psychiatric inpatient experience.

****If you do not meet the above minimum pre-requisite criteria by November 1st (as listed on the AAPI application) we strongly suggest you do not apply as your application will not be considered.***

Required Materials:

Your application packet should include:

1. The latest version of the APPIC Application for Psychology Internship (AAPI).
2. Curriculum Vitae.
3. **Cover Letter, which should address applicant's experience (including anticipated experience) with Serious and Mentally Ill populations (i.e., diagnoses, treatment modalities utilized, assessments completed, etc.)**
4. Two (2) letters of reference from licensed psychologists familiar with applicant's clinical work.
5. Copy of Graduate Transcripts - Master's Degree (if obtained at a different university than your doctoral program university) and Doctoral Degree.
6. A copy of a comprehensive, integrated psychological report with an adult patient/client; report should include at minimum cognitive/intellectual and personality testing (please **do not** send a Neuropsychological or Forensic Report).
7. Please be advised that an **interview** is **Mandatory**. *An in-person interview is required, however, a telephone interview may be acceptable but only under certain circumstances.*
8. **Special Requirements – State of Maryland** – If you are invited for an interview at Spring Grove Hospital Center, you will need to complete and submit additional application materials required by the State of Maryland **PRIOR** to your interview. Further, if you are selected as an intern, you will be required to undergo criminal background check and pre-employment physical and TB testing as a newly hired employee. Professional Liability insurance coverage (by start date of internship in August) is also a requirement.

INTERVIEW PROCESS AND REQUIREMENTS

If you are invited to interview for an internship positions, please be advised that we consider the mandatory on-site interview essential for intern candidates and our staff and current interns to get to meet and talk with each applicant individually. We devote considerable time and effort to the interview process with the anticipated result that candidates will know us and what we have to offer them, as well as giving us an opportunity to put a face to all the paperwork. We will, of course, make every effort to accommodate candidates. For example, we have several proposed dates that we give to candidates to rank-order in terms of preference (see below). We will make every effort to reschedule if an unplanned/ unexpected event occurs that causes you to have to make a change though, due to the programmed nature of the process, we cannot guarantee that a reschedule would provide you with all of the same experiences as the original date (such as a tour), or that we will be able to provide you with an on-site interview.

All interviewees must complete certain State of Maryland forms **PRIOR** to being interviewed. The most critical to complete is the **online MS-100 state application**. The application is time sensitive- if the candidate does not complete it by the deadline he/she is prohibited by state rules from being interviewed at our facility. Specific and detailed information about these additional materials, including instructions and deadlines, will be sent to candidates by the Training Director once interview selections are made and the candidate confirms acceptance of the interview.

Our interview process will require your presence at our facility from **about 8:00 a.m. to 2:00 p.m. on the appointed day**. The interview process includes: 1) a formal, structured interview with two staff psychologists followed by informal time; 2) a brief interview with the Internship Training Director; 3) informal time with one of the current interns; 4) Completion of a short testing vignette (written); and 5) a Hospital Tour. A continental breakfast and a deli lunch are included. We typically interview 24 applicants, 6 per day (though this is subject to change).

If selected for an interview, you will be notified via email. Further, you will be asked to rank all of the possible interview dates from 1 = most preferred to 4 = least preferred.

*****We will require your interview date preferences within 24 hours of notification in order to develop the interview schedule- this is absolutely critical as the time between notification and first interview date is quite short*****

If you are absolutely unable to attend on one of the dates, you will cross through the date (s) and rank-order the remaining dates. While we will make every effort to accommodate candidates' requests, we cannot guarantee that you will receive your first choice of date. In addition, should you need to change your date, we cannot guarantee that there will be an available opening on another day.

FOR INTERNSHIP TRAINING YEAR 2016-2017

THE FOLLOWING DATES HAVE BEEN SELECTED FOR INTERVIEWS.

**PLEASE TAKE INTO CONSIDERATION THESE DATES WHEN APPLYING,
AS AN ON-SITE INTERVIEW IS MANDATORY.**

_____ **December 7, 2015 (Monday)**

_____ **December 9, 2015 (Wednesday)**

_____ **December 14, 2015 (Monday)**

_____ **December 16, 2015 (Wednesday)**

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**SPRING GROVE HOSPITAL CENTER - DEPARTMENT OF PSYCHOLOGY
PSYCHOLOGY INTERNSHIP TRAINING PROGRAM**

For additional information or assistance, please contact:

Robyn Davidson, Ph.D.
Psychology Internship Training Director
Phone: (410) 402-7830
Email: Robyn.Davidson@maryland.gov

**Questions related to the program's accreditation status
should be directed to the Commission on Accreditation:**

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, N.E.
Washington, DC 20002-4242
Phone: (202) 336-5979, TDD: (202) 336-6123
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

*The APA- Accredited Psychology Internship site at Spring Grove Hospital Center agrees to abide by the
APPIC Policy that no person at this training facility will solicit, accept, or use any ranking-related
information from any intern applicant*

***The Internship Training Program at Spring Grove Hospital Center is committed to maintaining and
enhancing diversity in ideas, orientation, culture, ethnicity and experience. To that end we
encourage and solicit applications from all localities, schools and minorities who might qualify.
Furthermore, we contact the various educational institutions via email and written correspondence
to emphasize that sentiment.***

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SPRING GROVE HOSPITAL CENTER - DEPARTMENT OF PSYCHOLOGY
PSYCHOLOGY INTERNSHIP TRAINING PROGRAM

APPIC Match Number: 134911

Internship Training Year 2016-2017

(Start Date: August 17, 2016)

APPLICANT CHECKLIST

Please submit the following materials by **November 1, 2015** to be considered for internship training at Spring Grove Hospital Center.

- _____ The online APPIC Application for Psychology Internship (AAPI);
- _____ Cover letter, **which addresses applicant's experience (including anticipated experience) with Serious and Persistent Mentally Ill populations** (i.e., diagnoses, treatment modalities utilized, assessments completed, settings, etc.)
- _____ Curriculum Vitae;
- _____ Two (2) letters of reference from **licensed psychologists** familiar with applicant's clinical work;
- _____ Graduate Transcripts - Master's Degree (if different from doctoral university) and Doctoral Degree;
- _____ A comprehensive, integrated **psychological report (adult patient/client, including at minimal intellectual/cognitive and personality testing)**- please do not send a Neuropsychological or Forensic report
- _____ Include **your** Match Number on all application materials

Please be advised that an on-site interview is Mandatory
Your presence will be required from approximately 8 am to 2 pm

The following dates have been selected for interviews- please keep these in mind;
if you are invited for an interview you will be asked to rank order these dates:

Monday, December 7, 2015
Wednesday, December 9, 2015
Monday, December 14, 2015
Wednesday, December 16, 2015

<i>The APA- Accredited Psychology Internship site at Spring Grove Hospital Center agrees to abide by the APPIC Policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.</i>
